

# Child Health and Education in the Seventies

A national study in England, Wales and Scotland of all children born 5th–11th April 1970

Under the auspices of the University of Bristol  
and the National Birthday Trust Fund

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CONFIDENTIAL

## TEST BOOKLET

Health District Code

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Child's Local Serial Number

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Child's Central Survey Number

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Full Name of the Child

Sex

Address

Date of birth

April 1970

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## Introduction

To complete the tests in this booklet the following are needed

- A pencil for the child's use
- The English Picture Vocabulary Test Series of Plates
- Word card for Reading Test
- A tape measure

Tests and measurements to be completed

- A Copying Designs Test
- B Human Figure Drawing (Draw-a-Man Test)
- C English Picture Vocabulary Test (Survey Version)
- D Profile Test
- E Reading Test
- F Measurements of child's height and head circumference

**Please read the instructions for each test carefully before going to the interview**

It is useful to try out the tests with another child to familiarise yourself with the procedures beforehand.

The tests can easily be done in the child's own home and it is recommended that they are done in the order given. They need not be administered in one continuous session, for example, the Human Figure Drawing and Copying Designs Test could be done by the child before the interview with the mother or in a break during it and the other tests afterwards.

Put the child at his/her ease in the usual way before starting any test. While you will obviously show the child that you are interested in his/her response in general, be very careful not to influence his/her responses in any way.

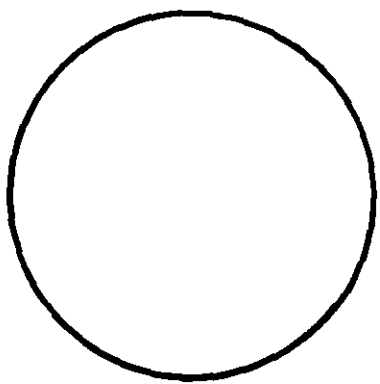
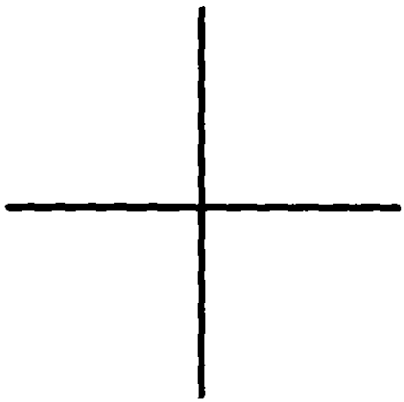
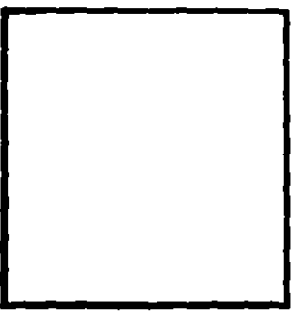
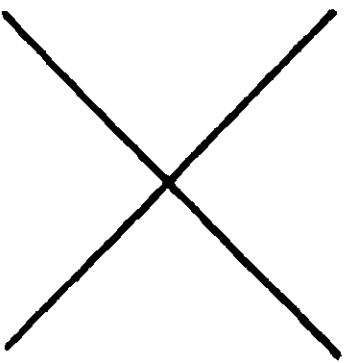
If a child refuses any test, go on with the others and return to any refused later

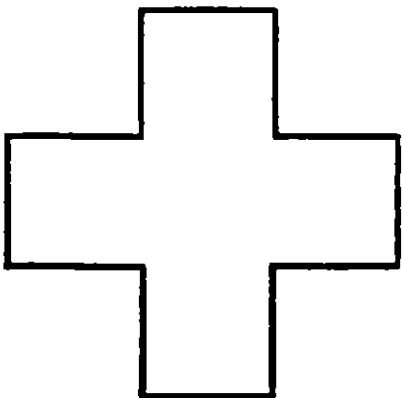
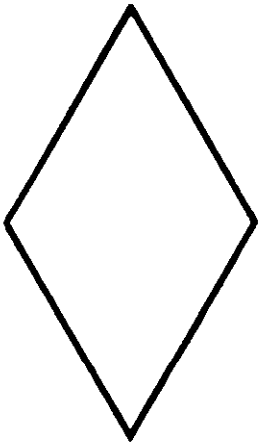
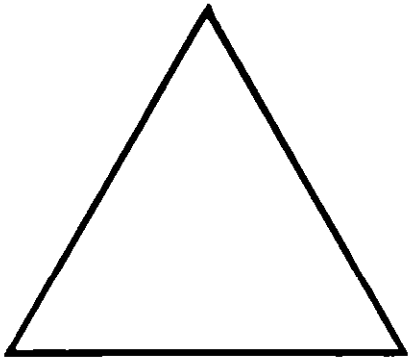
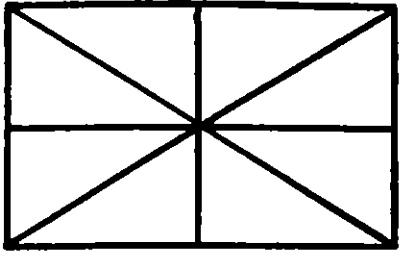
## A. Copying Designs Test

- 1 Ask the child to copy the designs on the next two pages as carefully as possible
- 2 Fold the book back so that the child can see only one page at a time
- 3 Point to each design in turn and say "see if you can make one just like this—here" and point to the space beside the design
- 4 Two attempts should be made at each design

DO NOT GIVE THE CHILD ANY MORE HELP THAN THESE INSTRUCTIONS ALLOW

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## B Human Figure Drawing (Draw-a-Man Test)

- 1 Ask the child to "make a picture of a man or lady" on the page opposite this one. Terms such as "daddy", "mummy", "boy", "girl", etc. may be used in place of "man" or "lady" if the child responds better to these.
- 2 Ask him/her to make the best picture he/she can and to draw a whole person, not just a face or head.
- 3 When the child stops drawing, ask if it is finished and allow him/her to make any additions he/she wants to. Be careful, however, not to suggest additions.
- 4 When the drawing is finished, ask the child what it is and note what he/she says at the bottom of the page.
- 5 Then ask the child to make another picture on the next page of a person the opposite sex to the first. Note what the child says it is at the bottom.
- 6 If it is not clear, ask the child to say what the various parts of the drawings are and label them. Do this by asking, "What's this?" and pointing but do not ask questions such as "Where's his arm?, legs?, eyes?" etc.

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## **C English Picture Vocabulary Test** (Survey Version)

### **The Test**

Each page of the "English Picture Vocabulary Test Series of Plates" (E P V T booklet) contains four different pictures numbered 1, 2, 3, 4, one of which is a picture of a test word to be found on the score sheet for this test. The object of the test is for the child to identify the pictures, which correspond to the test words. The test words become harder as the test progresses. Do not attempt the test with non English-speaking children.

### **Introducing the Test**

- 1 Show the child the first page (P) of pictures in the E P V T booklet and read the instructions opposite page P keeping as close as possible to natural speech. The child should point to the picture corresponding to the test word "ball".
- 2 If the child points to a different (i.e. incorrect) picture, ask him /her again to find the picture of "ball". If a wrong picture is again picked out, go over the procedure again until the child understands what to do but do not show him/her the right answer.
- 3 If the child is shy or physically handicapped and refuses or is unable to point, you should point to each picture in turn yourself, asking, "Is it this one?" and establish a signal, e.g. nodding, for the child to select a picture. Be careful not to pause longer over the right picture than over the others, or the child will guess.

### **Practice Words**

The next three pages in the E P V T booklet (A, B and C) are for practicing the test. Using the procedure established in introducing the test, make sure the child understands what to do by going through these in the same way using the test words spoon, chair and car, as shown on the score sheet.

If the child persists in pointing to the picture in the same position on each page, e.g. always picture 1, go over the practice words again, saying, "Which is the picture of —?" pointing to each of the pictures on the page until the child understands.

### **Things to avoid when doing the Test**

- 1 Do not say anything other than the test word for each page given on the score sheet.
- 2 Do not give alternative words in place of the test words, e.g. hen in place of chicken, even if you think this is the word the child normally uses.
- 3 Do not use "a", "an" or "the" with the words and do not use plurals unless this is given on the score sheet (e.g. 24, tweezers but 27, binocular).
- 4 Do not give clues or tell the child if he/she is right or wrong. If child asks directly about this, say, "You are getting on fine" or something like this.



### Conducting the Test

After the first four pages described above, the child should understand what to do and be given no more help whatsoever. The following procedure should then be adhered to closely:

- 1 Show a page and say the single test word printed on the score sheet for that page, e.g. 'drum'. Do not say anything else but 'drum' for the first page, 'time' for the second page, and so on. The test word for each page may, however, be given more than once and, if there is a different local pronunciation, this can be used as well as the standard version.
- 2 If the child points to the correct picture put the number of that picture in the left-hand box by the test word on the score sheet.
- 3 If the child points to the wrong picture put the number of the picture chosen by the child in the right hand box by the test word on the score sheet.
- 4 If the child says he does not know the answer encourage him/her by asking, "Which do you think fits the word best?" If he/she still refuses to pick a picture, draw a line through both boxes for that word on the score sheet and continue with the test. Such refusals count as errors for the purpose of this test.
- 5 Continue with the subsequent pages of pictures in the same way.
- 6 After page 27, turn the book around to continue page 28 onward.

### When to stop Testing

Stop testing when the child makes five consecutive errors. This will be when there are five consecutive entries in the right hand column.

Below is an example of a test which was stopped at word 30.

15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	goat	29	<input type="checkbox"/>	<input type="checkbox"/>	barber
16	<input checked="" type="checkbox"/>	<input type="checkbox"/>	peeping	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	wasp
17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	temperature	31	<input type="checkbox"/>	<input type="checkbox"/>	yawning
18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	signal	32	<input type="checkbox"/>	<input type="checkbox"/>	captain
19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	river	33	<input type="checkbox"/>	<input type="checkbox"/>	trunk
20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	badge	34	<input type="checkbox"/>	<input type="checkbox"/>	argument
21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	hook	35	<input type="checkbox"/>	<input type="checkbox"/>	coin
22	<input checked="" type="checkbox"/>	<input type="checkbox"/>	whale	36	<input type="checkbox"/>	<input type="checkbox"/>	hive
23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	acrobat	37	<input type="checkbox"/>	<input type="checkbox"/>	chemist
24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	tweezers	38	<input type="checkbox"/>	<input type="checkbox"/>	funnel
25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	submarine	39	<input type="checkbox"/>	<input type="checkbox"/>	insect
26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	balancing	40	<input type="checkbox"/>	<input type="checkbox"/>	cutlery
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	binocular	41	<input type="checkbox"/>	<input type="checkbox"/>	shears
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ornament	42	<input type="checkbox"/>	<input type="checkbox"/>	exhausted

### After the Test

If the child has persisted during the test in pointing to the same picture position on each page, indicate this by answering the separate question about this at the bottom of the score sheet.

**English Picture Vocabulary Test Score Sheet**  
(Survey Version)

Introductory word (Page P)

P   ball

Practice words (Pages A, B & C)

A   spoon

B   chair

C   car

Test words (Pages 1 to 56)

- |  |  |  |  |
|--|--|--|--|
| 1 <input type="checkbox"/> <input type="checkbox"/> drum       | 15 <input type="checkbox"/> <input type="checkbox"/> goat        | 29 <input type="checkbox"/> <input type="checkbox"/> barber    | 43 <input type="checkbox"/> <input type="checkbox"/> sole        |
| 2 <input type="checkbox"/> <input type="checkbox"/> time       | 16 <input type="checkbox"/> <input type="checkbox"/> peeping     | 30 <input type="checkbox"/> <input type="checkbox"/> wasp      | 44 <input type="checkbox"/> <input type="checkbox"/> walrus      |
| 3 <input type="checkbox"/> <input type="checkbox"/> fence      | 17 <input type="checkbox"/> <input type="checkbox"/> temperature | 31 <input type="checkbox"/> <input type="checkbox"/> yawning   | 45 <input type="checkbox"/> <input type="checkbox"/> weapon      |
| 4 <input type="checkbox"/> <input type="checkbox"/> skiing     | 18 <input type="checkbox"/> <input type="checkbox"/> signal      | 32 <input type="checkbox"/> <input type="checkbox"/> captain   | 46 <input type="checkbox"/> <input type="checkbox"/> sentry      |
| 5 <input type="checkbox"/> <input type="checkbox"/> chicken    | 19 <input type="checkbox"/> <input type="checkbox"/> river       | 33 <input type="checkbox"/> <input type="checkbox"/> trunk     | 47 <input type="checkbox"/> <input type="checkbox"/> wailing     |
| 6 <input type="checkbox"/> <input type="checkbox"/> climbing   | 20 <input type="checkbox"/> <input type="checkbox"/> badge       | 34 <input type="checkbox"/> <input type="checkbox"/> argument  | 48 <input type="checkbox"/> <input type="checkbox"/> globe       |
| 7 <input type="checkbox"/> <input type="checkbox"/> leaf       | 21 <input type="checkbox"/> <input type="checkbox"/> hook        | 35 <input type="checkbox"/> <input type="checkbox"/> coin      | 49 <input type="checkbox"/> <input type="checkbox"/> valve       |
| 8 <input type="checkbox"/> <input type="checkbox"/> digging    | 22 <input type="checkbox"/> <input type="checkbox"/> whale       | 36 <input type="checkbox"/> <input type="checkbox"/> hive      | 50 <input type="checkbox"/> <input type="checkbox"/> plumage     |
| 9 <input type="checkbox"/> <input type="checkbox"/> teacher    | 23 <input type="checkbox"/> <input type="checkbox"/> acrobat     | 37 <input type="checkbox"/> <input type="checkbox"/> chemist   | 51 <input type="checkbox"/> <input type="checkbox"/> assistance  |
| 10 <input type="checkbox"/> <input type="checkbox"/> sewing    | 24 <input type="checkbox"/> <input type="checkbox"/> tweezers    | 38 <input type="checkbox"/> <input type="checkbox"/> funnel    | 52 <input type="checkbox"/> <input type="checkbox"/> carpenter   |
| 11 <input type="checkbox"/> <input type="checkbox"/> nest      | 25 <input type="checkbox"/> <input type="checkbox"/> submarine   | 39 <input type="checkbox"/> <input type="checkbox"/> insect    | 53 <input type="checkbox"/> <input type="checkbox"/> destruction |
| 12 <input type="checkbox"/> <input type="checkbox"/> arrow     | 26 <input type="checkbox"/> <input type="checkbox"/> balancing   | 40 <input type="checkbox"/> <input type="checkbox"/> cutlery   | 54 <input type="checkbox"/> <input type="checkbox"/> spire       |
| 13 <input type="checkbox"/> <input type="checkbox"/> parachute | 27 <input type="checkbox"/> <input type="checkbox"/> binocular   | 41 <input type="checkbox"/> <input type="checkbox"/> shears    | 55 <input type="checkbox"/> <input type="checkbox"/> reel        |
| 14 <input type="checkbox"/> <input type="checkbox"/> cobweb    | 28 <input type="checkbox"/> <input type="checkbox"/> ornament    | 42 <input type="checkbox"/> <input type="checkbox"/> exhausted | 56 <input type="checkbox"/> <input type="checkbox"/> coast       |

Did the child persist during the test in pointing to the same picture position on each page?

Yes

No

*Please ring*

1

2

*The instructions and method of scoring for this test have been produced as a result of trials and are not exactly as described by M. A. Brimer and Lloyd M. Dunn*

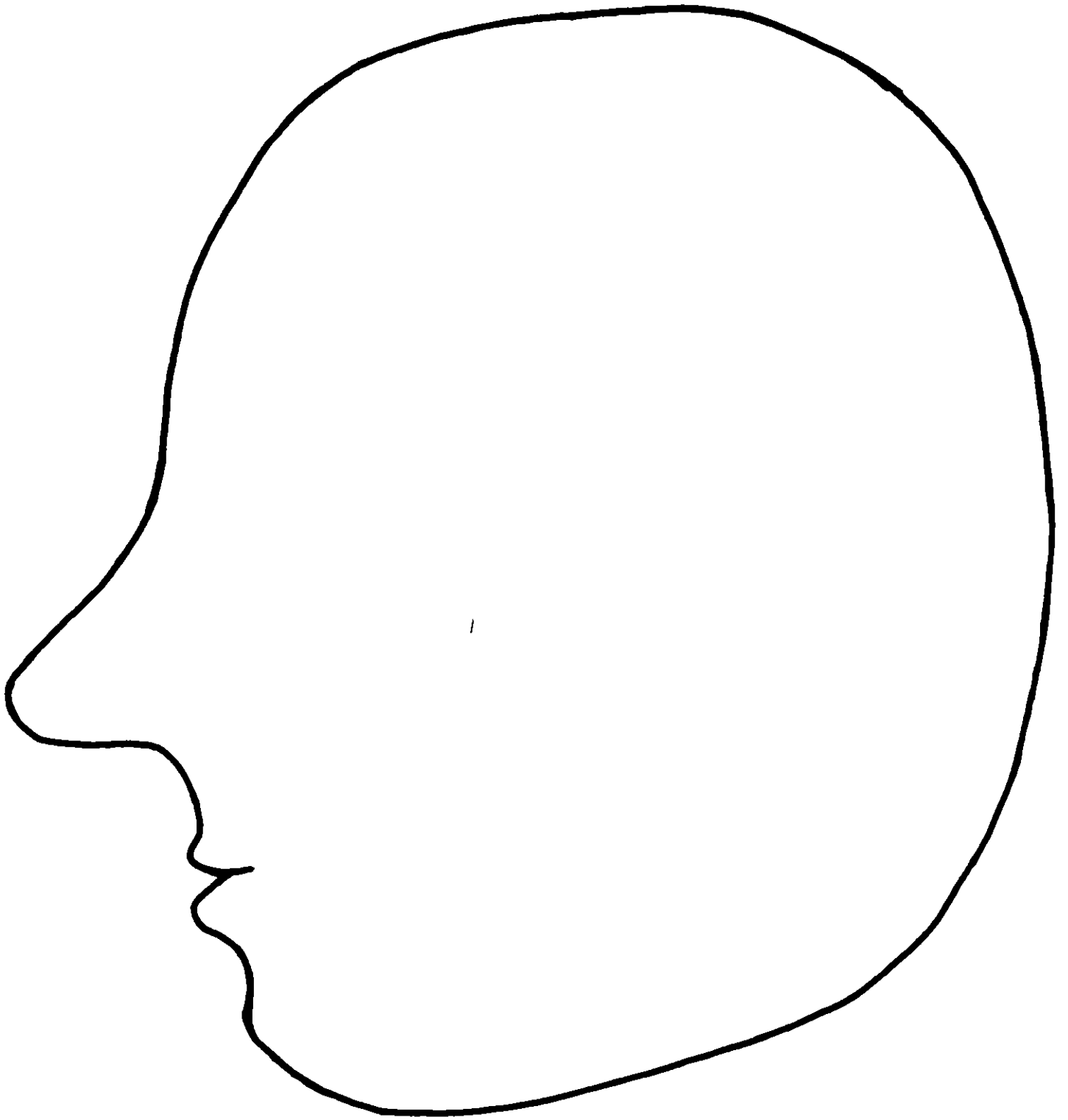
## D Profile Test

- 1 The object of this test is for the child to complete the profile drawn on the page opposite
- 2 Make sure that the child understands what the drawing is by introducing it in the following way and answer the question at the foot of this page \*
  - (a) Point to the profile and say,  
"What do you think this is?" The child should show that he/she understands what it is by replying "a head", "a face", "a man", etc  
If the child does not show that he/she understands what it is, ask,
  - (b) "Can you see what this is?" and follow with your finger the left side of the outline of the profile from forehead to the chin  
If profile is still not recognised, say,
  - (c) "Look, this is a face, isn't it?" and trace around the left side of the profile with your finger as before
- 3 As soon as the child recognises what the drawing is, or you have explained it, say, "Do you think you could finish it for me? Draw everything that is missing in it"
- 4 When the child stops drawing, ask if it is finished and allow him/her to make any additions he/she wants to. Be careful, however, not to suggest additions. If it is not clear, ask the child to say what the various parts of the drawing are and label them, ear, eye, mouth, etc. Do this by asking, "What's this?", and pointing

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\*At what stage in introducing the profile did the child show he/she recognised what the drawing is?

	<i>Please ring</i>
stage (a)	1
stage (b)	2
stage (c)	3



## E Reading Test

Ask the mother if she thinks the child has begun to read at all

	<i>Please ring</i>
No child can read nothing or has not tried	1
Yes child can read – some letters	2
– some words	3
– simple sentences	4
Cannot say if child can read	5
Other reply, give details	6

If no, or the child reads letters only, omit reading test

### Administering the reading test

If mother says the child can read some words or sentences, show the word-card to the child and ask if he/she would read out as many of the words as he/she can. Point to the first word and say, "See if you can say this one". If child responds, say, "Now try these others", and run your finger from word to word across the first five words at the top of the card. If the child misses a word out, point to that word on the word card and say, "Can you tell me this one?" and record the response. Then continue with the second and subsequent rows in the same way.

### How to record responses on score sheet below

Put a tick  in the box against each word the child reads correctly

Put a cross  if read incorrectly or response is unintelligible or for any other response, e.g. child says "Don't know"

Leave box blank if no response

Where there is an irregularity of speech or articulation, e.g. "tee" for "tree", or "fink" for "think", count as correct if it is clearly an attempt to say the word in question

### When to stop Testing

The child should continue the test until he/she makes five consecutive mistakes, or refuses to continue

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### Reading Test Score Sheet

<input type="checkbox"/> tree	<input type="checkbox"/> little	<input type="checkbox"/> milk	<input type="checkbox"/> egg	<input type="checkbox"/> book
<input type="checkbox"/> school	<input type="checkbox"/> sit	<input type="checkbox"/> frog	<input type="checkbox"/> playing	<input type="checkbox"/> bun
<input type="checkbox"/> flower	<input type="checkbox"/> road	<input type="checkbox"/> clock	<input type="checkbox"/> train	<input type="checkbox"/> light
<input type="checkbox"/> picture	<input type="checkbox"/> think	<input type="checkbox"/> summer	<input type="checkbox"/> people	<input type="checkbox"/> something
<input type="checkbox"/> dream	<input type="checkbox"/> downstairs	<input type="checkbox"/> biscuit	<input type="checkbox"/> shepherd	<input type="checkbox"/> thirsty
<input type="checkbox"/> crowd	<input type="checkbox"/> sandwich	<input type="checkbox"/> beginning	<input type="checkbox"/> postage	<input type="checkbox"/> island
<input type="checkbox"/> saucer	<input type="checkbox"/> angel	<input type="checkbox"/> ceiling	<input type="checkbox"/> appeared	<input type="checkbox"/> gnome
<input type="checkbox"/> canary	<input type="checkbox"/> attractive	<input type="checkbox"/> imagine	<input type="checkbox"/> nephew	<input type="checkbox"/> gradually
<input type="checkbox"/> smoulder	<input type="checkbox"/> applaud	<input type="checkbox"/> disposal	<input type="checkbox"/> nourished	<input type="checkbox"/> diseased
<input type="checkbox"/> university	<input type="checkbox"/> orchestra	<input type="checkbox"/> knowledge	<input type="checkbox"/> audience	<input type="checkbox"/> situated

*The test words from the Schonell Reading Test are reproduced by permission of the publishers, Oliver and Boyd, Edinburgh. The instructions and method of scoring for this test are not exactly as described by the author F. Schonell.*

## F. Child's Measurements

Give in inches and parts of inches or in centimetres

- |     |                        |        |
|-----|------------------------|--------|
| (a) | Height (without shoes) | inches |
|     |                        | cms    |
| (b) | Head circumference     | inches |
|     |                        | cms    |

*Measure around forehead and occiput recording maximum circumference as accurately as possible*

### Test Conditions

1 Where were tests carried out?

- |                      |   |
|----------------------|---|
| Child's own home     | 1 |
| Other place, specify | 2 |

2 How readily did the child respond to the tests?

*If child was not asked to try a test, ring the 4 against the relevant test(s) and explain why any test was not given*

	Normal response	Slow response (e.g. Shy)	Child refused	Test not given	If not tested, give reason
Copying Designs Test	1	2	3	4	
Human Figure Drawing (Draw-a-Man)	1	2	3	4	
English Picture Vocabulary Test (Survey Version)	1	2	3	4	
Profile Test	1	2	3	4	
Reading Test	1	2	3	4	

3 Were there any distractions, interruptions or other disturbances when the child was being tested?

- Ring all that apply*
- |   |   |
|---|---|
| Yes—  |   |
| remarks made about child's performance        | 1 |
| child was encouraged to respond               | 2 |
| other children were noisy or interrupted      | 3 |
| other noise or distraction e.g. TV / radio on | 4 |
| No, test conditions reasonable                | 5 |
| Other situation please describe               | 6 |

4 Date of testing

5 Name of interviewer

6 Area Health Authority/Health Board

7 District